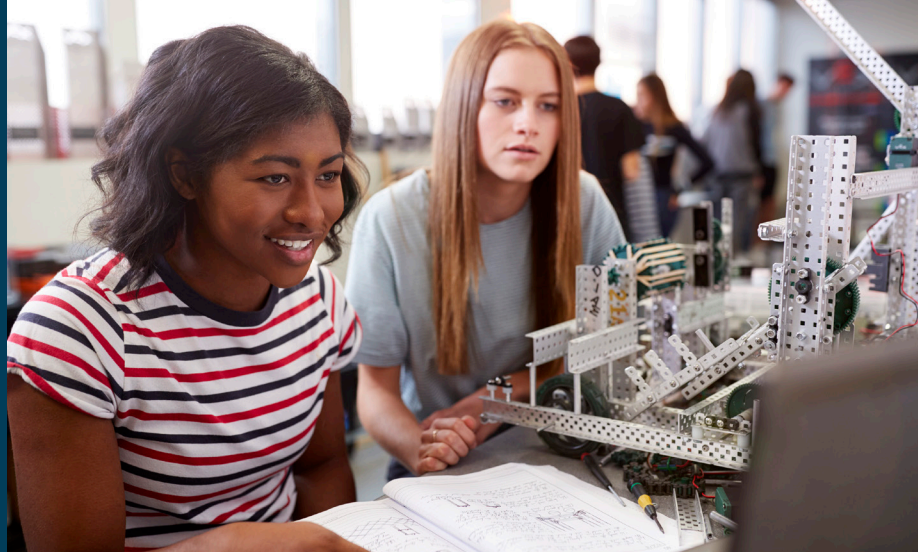


NOVEMBER 2019

Accelerated Placement Act



The Public Act 100-0421, known as the Accelerated Placement Act, took effect July 1, 2018.

Overview

The Act requires all school districts to develop and implement a local policy that uses a fair and equitable decision-making process with multiple measures to identify students who may benefit from accelerated placement.

The Act ensures the option of accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement.

School districts must publish the accelerated placement policy where all parents, guardians, and community members can access it. Regional Offices of Education will verify that school districts have the required accelerated placement policy through the Compliance Instrument beginning in the 2019-20 school year.

The Act defines accelerated placement as the placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child. Types of acceleration include, but are not limited to, early entrance to kindergarten or first grade, single subject acceleration, and whole grade acceleration.

Policy Requirements

Each district's policy must incorporate:

- Identification of the district's/school's assessment process that includes multiple valid

and reliable indicators such as standardized tests or a portfolio assessment.

- Information on how participation in accelerated placement is open to all children who demonstrate high ability and who may benefit from accelerated placement.
- Processes for including parents/guardians in a fair and equitable decision-making process for identification that involves multiple persons.
- Procedures for notifying parents or guardians of a decision affecting a child's participation in accelerated placement.

School districts may consider:

- Annually informing the school community about the accelerated placement policy.
- Processes for referral that allow for multiple referrers, including a child's parents/guardians; licensed education professionals; the child (with the written consent of a parent/guardian); a peer (through a licensed education professional who has knowledge of the referred child's abilities); or, in cases of possible early entrance to kindergarten, a preschool educator, pediatrician, or psychologist who knows the child.
- Procedures for providing children participating in an accelerated placement program and their parents or guardians a written plan detailing the type of acceleration the child will receive and strategies to support the child.



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